**STUDENT WELLBEING AND   
 ENGAGEMENT POLICY**

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school and Federation policies and procedures for responding to inappropriate student behaviour.

Wodonga West Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school’s values.

**Scope**

This policy applies to all school activities, including camps and excursions.

**Contents**

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Shared expectations
7. Student behavioural expectations
8. Engaging with families
9. Evaluation

**Policy**

1. **SCHOOL PROFILE**

Wodonga West Primary School is part of the Wodonga Federation of Government Schools and as such we have a number of policies which are followed across the government schools within the Federation. Currently our school has a population between 220-250.

We opened the final part of our new flexible modern learning spaces in 2016. On site we have a school operated Early Learning Centre which offers both 3 and 4 year old programs and provides a seamless transition to primary school. We also have an allied health space which can be utilised by services working with students and families in our school and kinder. Our learning spaces offer furnishings and technology as expected for 21st century learning. We also have a large Resource Centre which houses the former library, climate controlled gymnasium and a visual and performing arts studio. We also have an Out of School Hours Childcare facility. In 2019 we celebrated ten years of the Stephanie Alexander Kitchen Garden program in our school which is exemplified by our 5 station kitchen and a substantial produce garden complete with chooks. This is complemented by a Wood fired oven and a Community Parterre Garden both situated next to the Wodonga Toy Library which also operates from a building on our site.

Our students are fortunate to have extensive, spacious grounds with a fitness track and 4 modular playground pieces some with shade areas. We also have a huge outside sheltered area adjacent to the gymnasium which is known as the Gunyah.

Our students come from predominantly Anglo Saxon descent but almost one quarter of our student population identify as Aboriginal or Torres Strait Islanders or come from English as another Language background (EAL) (predominantly Vietnamese) We have a part time EAL teacher. Our students enjoy specialist classes in the visual and performing arts, physical education and science as well as Indonesian being taught from F-6 by a native speaker. Advancement by Individual Determination (AVID) which is a system of strategies to promote success and lifelong learning as well as Bluearth-a holistic and wellbeing program are other innovative programs taught from F-6.

Wodonga West Primary constantly strives to build community connections with our families and the wider community as we embrace the concept of “It takes a Village to raise a Child” from 0-12 years.

1. **SCHOOL VALUES, PHILOSPHY AND VISION**

Our School vision is “Learning for Living” and everything we do is designed to develop lifelong

learners.

Our school community have been committed to School Wide Positive Behaviour (SWPBS) since mid 2012. Through an extensive consultation process we developed the following three values:

**BE SAFE**

**BE RESPECTFUL**

**BE A LEARNER**

These 3 values form the basis of everything we do. This means we

**TEACH**

**MODEL**

**PRACTISE, PRACTISE, PRACTISE**

**ACKNOWLEDGE AND CORRECT**

**All students, all staff, all settings, all of the time.**

School wide Positive Behaviour is:

* A broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour with all students
* The redesign of environments to achieve success
* The teaching of specific behaviour expectations, not relating to problem behaviour
* About what we will do differently to teach children about appropriate social and learning behaviour
* Designing a statement of purpose, behaviour expectations and a behaviour matrix that the whole school use to teach students about appropriate behaviour
* About looking for and rewarding appropriate and positive behaviour

School Wide Positive Behaviour is NOT:

* A behaviour management system
* About punishment or looking for negative behaviours
* Redesigning or changing individuals

School Wide Positive Behaviour is driven by:

* Data collected from the classroom and from the yard
* Buy-in from staff, students, families
* Evaluation
* Environmental change
* Effective working systems
* Practise

Our staff have developed the following statement to articulate our philosophy for teaching:

*Our aim is to be consistent and provide a supportive learning environment where all children are in an engaging classroom. Students at WWPS will be equipped for life through the teaching and growth of life skills. The development of strong interpersonal skills, will be rewarded with positive relationships, warmth and friendships. The confidence and resilience this fosters, will enrich the belief, that each individual is special: a unique and valued member of our school community.*

*Being organised, and yet flexible both mentally and physically, will allow Wodonga West students to tackle academic skills in literacy, numeracy, the arts, and knowledge of the wider world. An environment rich in ICT resources will support the students in their journey. Developing a global knowledge, and an empathy for cultures, will enrich the mind and heart. Students will be well rounded and immersed in all forms of learning. This will lead to an understanding of personal strengths and development of thinking skills, thus empowering the creativity of individuals to face life’s challenges.*

*In an ever changing world, an awareness and passion for the environment will be fostered. Our students will develop healthy minds and bodies through a balance of active, passive and creative activities. Students will achieve success through developing respect, responsibility and cooperation which will allow them to make connections with the world.*

1. **ENGAGEMENT STRATEGIES**

Wodonga West Primary has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. To support the components of student engagement, Wodonga West Primary school has a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students. The school takes every opportunity to broaden students’ experiences. All students are able to participate in an environment which rewards adherence to our school wide expectations. Students are expected to display a commitment to being safe, being respectful and being a learner. We are rigorous in aiming to improve student engagement. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

1. ***Universal Strategies in:***

**Curriculum:**

* Dedicated Literacy and Numeracy blocks with Instructional Placemats from Foundation to Year 6 to ensure students have the necessary academic skills to access broader learning
* Ongoing assessment, fluid groupings and differentiated tasks guided by Learning Intentions and Success Criteria and individual student or co constructed learning goals where applicable
* Comprehensive Rich Tasks developed to implement the AusVELS national Curriculum which are designed around higher order thinking and technological involvement
* Development of Stephanie Alexander Kitchen Garden to ensure students are able to access life-long skills of healthy living in a pleasurable and real life manner and to utilise real life literacy and numeracy skills (Yrs 1-6)
* Specialist programs in Visual and Performing Art, Physical Education and Science
* We are a certified AVID (Advancement by Individual Determination) site and our qualified staff utilise the system of organisation and learning strategies to optimise students’ chances of academic and lifelong success. This program is utilised from Foundation to year 6 and flows through into Middle Years and Senior Secondary
* All staff are trained Bluearth facilitators which is a program offering a holistic approach to physical activity and well-being
* Our school wide expectations of “Be safe, be respectful and be a learner” are explicitly taught, reviewed and rewarded as part of SWPBS. Weekly Respectful Relationship lessons are taught

**Organisation:**

* Due to cohort numbers classes are largely multi-age. Student learning occurs at point of individual need as teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
* High and consistent expectations of all staff, students and parents and carers
* Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
* Creating a culture that is inclusive, engaging and supportive
* Welcoming all parents/carers and being responsive to them as partners in learning
* A House system operates across the school enabling values/expectations to be reinforced in the yard with a system of links leading to term reward
* Houses offer an opportunity for multi-age activities and there are also classes who buddy up with another class to develop those multi-age connections
* Classrooms and units have a reward system usually based around Dojos and this system is also transferable into Specialist classes to reinforce our values/expectations
* Specialists also have a system of acknowledging class rewards for our expectations at assemblies
* Semester Learning awards and specific High Achiever awards for students who have achieved highly in a non-academic area or in pursuit of their own interests outside of school are acknowledged at assemblies and by a High Achiever badge
* Our day is divided into a timetable which maximises productive learning time in the morning and allows for dedicated 2hr literacy and 1 hr numeracy block
* Our daily teaching timetable is 2 hrs, 2hrs and 1 hr. Students are supervised during lunch and snack eating and by yard duty teachers during our two recess breaks outside (40 mins and 20 mins respectfully
* Attendance and lateness is closely monitored with 100% attendance rewarded each term
* We analyse and where possible respond to a range of school data including Attitudes to School Survey, Parent Opinion survey Student management data and School Level assessment data
* Transition between kinder and primary and primary and secondary have dedicated personnel to oversee these programs. As a small school students have little need for formal transition programs throughout the school
* Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Council and through a Suggestion box (open to the whole school community)
* The Resource Centre is open before school and at both breaks for students who want to use this resource or find a quiet indoor spot
* Lunch time programs are on offer including sporting, passive and IT opportunities

**Support Personnel:**

* All staff share responsibility for all students and are expected to acknowledge and manage student behaviour
* A full time Student Wellbeing Officer is employed and is able to be accessed by all students
* The Principal Class assume shared responsibility for all intervention actions not manageable at classroom level
* The NEV Region has SSSO’s which can be accessed if needed

1. ***Targeted cohorts***

It is acknowledged that at different times different cohorts may need specific strategies to address particular concerns or friendship circles. The following are examples of the types of targeted support programs which may be used for different cohorts:

1. Students in Out of Home Care will be appointed a Learning Mentor (usually their class teacher), have a Semester Individual Learning Plan and referred to Student Services for an Education Needs Assessment
2. Aboriginal and Torres Strait Islander students will have a Semester Individual Education Plan and have access to a Koorie Engagement Support Officer
3. English as another Language (EAL) students have a semester individual Learning Plan and are linked to the EAL teacher
4. Foundation Students are linked with buddies at transition time and early in the following year
5. Programs offered by our Student Wellbeing Officer such as ‘Girlfriends,’ Seasons for Growth
6. Staff will apply a trauma-informed approach to working with students who have experienced trauma
7. Staff will utilise language support strategies for students with a language delay
8. Designated areas of the playground for different year levels as well as areas open to all

***C. Individual interventions***

Wodonga West Primary School implements a range of strategies that support and promote individual engagement. We aim to build constructive relationships with students at risk or who are vulnerable due to complex circumstances as well as with their families/guardians. We aim to assist them in navigating access to outside agencies, paediatricians etc.

The strategies we utilise on a case by case basis can include:

* Student Support Groups-utilised for targeted groups of students but also for individual students who may be experiencing behaviour, attendance or other difficulties
* Individual Education Plan and/or Behaviour Support Plan and/or Attendance Plan
* Program for Students with Disabilities Guidelines will be utilised for students with a disability
* Referral to Wellbeing Officer and /or Student Support Services
* Referral to Regional personnel (eg Student Wellbeing and Attendance Officer)
* Referrals to outside agencies (ChildFirst, NECAMHS etc)

1. **IDENTIFYING STUDENTS IN NEED OF SUPPORT**

Wodonga West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. As a smaller school we pride ourselves on the Leadership and Student Wellbeing Officer knowing all students, their families and their background. Staff are encouraged to adopt the mantra- ‘It takes a Village to raise a child’. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Wodonga West Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

* personal, health and learning information gathered upon enrolment and while the student is enrolled
* attendance records
* academic performance
* observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
* attendance, detention and suspension data
* engagement with families/self-referrals

1. **STUDENT RIGHTS AND RESPONSIBILITIES**

The Wodonga West Primary community is guided by the following principles:

* All members of our school community have the right to be safe
* All members have the right to be treated with respect
* All members have the right to be in a secure environment without interference, intimidation, harassment, bullying or disruption to maximise learning opportunities
* All members of our school community are expected to be polite, courteous, well mannered and use appropriate language

These principles are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006 and The Disability Standards for Education 2005.

The following Rights and Responsibilities have been developed with parent, student and staff input.

|  |  |
| --- | --- |
| **RIGHTS** | **RESPONSIBILITIES** |
| **STUDENTS HAVE:** | **STUDENTS NEED:** |
| 1. The right to feel safe at school | To stay within the designated areas around the school  To obey school rules and follow adult instructions |
| 1. The right to learn without interference from others | To attend class prepared to learn and not interfere with the learning of others |
| 1. The right to be treated with respect and in a fair and equitable manner free from harassment | To treat others with respect and resolve differences through discussion and compromise and not conflict |
| 1. The right to expect your property to be safe | To take care of your own and other people’s property |
| **TEACHERS HAVE:** | **TEACHERS NEED:** |
| 1. The right to be able to teach in an atmosphere of order and cooperation | To ensure they are punctual and prepared for lessons |
| 1. The right to be treated with respect and in a fair and equitable manner free from harassment | To display mutual respect to other staff, parents and students |
| **PARENTS HAVE:** | **PARENTS NEED:** |
| 1. The right to expect that their child will be educated in a safe and secure environment where care, courtesy and respect for others is encouraged | To treat all members of the school community with respect and support teachers in their maintenance of a safe, secure, productive teaching and learning environment.  To ensure their child is sent to school, in school uniform, with a healthy lunch and snack and well rested to maximise learning |

1. **SHARED EXPECTATIONS**

At Wodonga West Primary we strive to provide an educational environment that ensures all students are valued and cared for and are engaged effectively in their learning and can experience success.

The school has the following expectations of Principals, Teachers and school staff:

* The Education and Training Reform Act 2006 prohibits the use of corporal punishment in any Victorian Government school and all staff are expected to abide by this
* Teachers will demonstrate inclusive teaching practices. This includes building positive relationships, valuing student contributions, embracing differences in thinking, scaffolding and supporting students and developing a culture where it is acceptable for students to make an error as part of their learning
* All staff will actively model and teach the school’s behaviour expectation and utilise the agreed classroom and non-classroom plans and collect the ongoing data to frame SWPBS
* Staff will plan together and utilise data and adhere to the Literacy and Numeracy Instructional Model and Whole School Curriculum document. Respectful Relationships will be planned for and delivered weekly by class teachers
* Staff will provide educational programs featuring differentiation for all students
* Staff will develop and provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
* Staff will inform parents/carers of their child’s performance at school and implement the Student Engagement Policy (and associated policies) fairly reasonably and consistently
* Staff will build parent/carer partnerships and liaise with them and community partnerships where relevant to support student achievement and success
* Commitment to addressing bullying in all forms and implementation of relevant policies

The school has the following expectations of students:

* Students will, as they move through the school, develop as individual learners who increasingly manage their own learning and growth and utilise goal setting and managing resources to achieve these goals
* Students will display our school expectations of Be Safe, Be Respectful and Be a Learner
* Students with the support of parents/carers attend regularly and should participate fully in the school’s educational program

The school has the following expectations of parents:

* Parents will work respectfully and cooperatively with the teachers and School Leadership to ensure their child has the best possible opportunity to attain success and flourish within the school environment. Parents will support the school in their management of Duty of Care to all and a safe, engaging and productive teaching and learning environment
* Parents will support specific policies in relation to student safety. Eg: car park policy and reporting to the office to sign in and sign out students

Diversity in the school community:

The school aims to address diversity through maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community. We aim to employ the ‘best applicant’ and heavily invest in professional development both within and outside of the school setting. Wodonga West proudly has a reputation of being innovative and is known for embracing many new technologies, curriculum initiatives and educational philosophies. Our Staff Leadership group, Student Leadership and School Council consider and respect the diversity of perspectives. We value our staff and students working in teams to create more effective results, increase participation levels and increase our capacity to solve problems.

1. **STUDENT BEHAVIOURAL EXPECTATIONS**

Our three expectations of Be Safe, Be Respectful and Be a Learner guide everything we do. Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

We acknowledge that a staged response provides a continuum of support for student well-being.

Stage One: Prevention (Whole school –focussing on all students and staff across all

settings)

Stage Two: Early Intervention (Targeted-focussing on response to problem behaviour

in order to aim to reduce it)

Stage Three: Intervention (Intensive-focussing on the complexity of individual

behaviour resistant to primary and secondary prevention

Efforts)

When a student acts in breach of the behaviour standards of our school community, Wodonga West Primary will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures that may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently.

Disciplinary measures that may be applied include:

* warning a student that their behaviour is inappropriate
* teacher controlled consequences such as time out
* withdrawal of privileges
* referral to Leadership-consistent with our Minor and Major behaviours matrix
* restorative conversations
* detentions
* behaviour meetings and review of individual data
* suspension
* expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

1. **ENGAGING WITH FAMILIES**

Wodonga West Primary School values the input of parents and carers, and we will strive to support families to engage in their child’s learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

* ensuring all parents have a password provided to access our School Communication app (COMPASS)
* ensuring that all parents have access to our school policies and procedures, available on our school website
* maintaining an open, respectful line of communication between parents and staff
* providing parent volunteer opportunities so that families can contribute to school activities
* involving families with homework and other curriculum-related activities
* involving families in school decision making with opportunities to be involved on School Council and Parents, Family and Friends Committee
* coordinating resources and services from the community for families
* including families in Student Support Groups, and developing Individual Education plans for students where applicable

1. **EVALUATION**

Wodonga West Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

* Attitudes to School student survey data (years 4-6)
* SWPBS data collected via SWIS system
* School reports
* Parent Opinion survey
* Case management
* CASES21
* SOCS

**Further information and resources**

This policy needs to be read in conjunction with:

Federation of Government School Attendance Policy

Federation Child Safe Code of Conduct

WWPS Communication with families and the wider Community Policy

Federation of Government Schools Digital Technologies Policy

Federation Bullying Prevention Policy

WWPS Statement of Values and School Philosophy

**Review cycle**

***This policy was last updated in August 2019 and is scheduled for review in August 2021. School Council and community input is needed but it does not need to be passed at School Council.***